

Bells Elementary
12088 Bells Highway
Ruffin, South Carolina 29475

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 306 Students | |
| Principal | Cordelia Jenkins | 843-866-2417 |
| Superintendent | Charles W. Gale Jr. | 843-549-5611 |
| Board Chair | Mr. Miles Crosby | 843-549-5715 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 2 | 7 | 45 | 71 | 15 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2002 | Average | Average | N/A |
| 2003 | Average | Average | No |
| 2004 | Average | Unsatisfactory | No |
| 2005 | Average | Unsatisfactory | No |

DEFINITIONS OF SCHOOL RATING TERMS

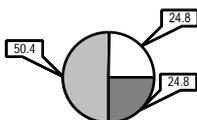
- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

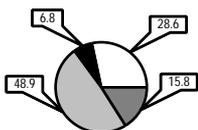
Percent of students tested in 2004–05 whose 2003–04 test scores were located. 94.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

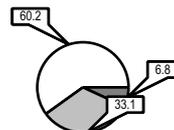
English/Language Arts



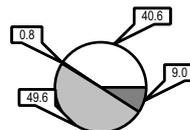
Mathematics



Science

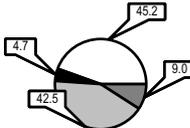
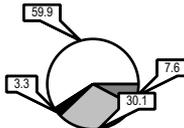
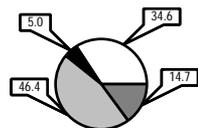
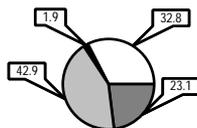


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

- Advanced** Very high score; very well prepared to work at next grade level; exceeded expectations
- Proficient** Well prepared to work at next grade level; met expectations
- Basic** Met standards; minimally prepared, can go to next grade level
- Below Basic** Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|----------------------------------|------------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 141 | 100.0 | 24.6 | 50.0 | 24.6 | 0.7 | 37.3 | No | Yes |
| Gender | | | | | | | | | |
| Male | 63 | 100.0 | 30.5 | 42.4 | 25.4 | 1.7 | 39.0 | | |
| Female | 78 | 100.0 | 20.0 | 56.0 | 24.0 | 0.0 | 36.0 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 45 | 100.0 | 30.2 | 27.9 | 41.9 | 0.0 | 51.2 | Yes | Yes |
| African American | 93 | 100.0 | 22.5 | 59.6 | 16.9 | 1.1 | 30.3 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 122 | 100.0 | 19.1 | 53.0 | 27.8 | 0.0 | 42.6 | | |
| Disabled | 19 | 100.0 | 57.9 | 31.6 | 5.3 | 5.3 | 5.3 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 141 | 100.0 | 24.6 | 50.0 | 24.6 | 0.7 | 37.3 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 140 | 100.0 | 24.8 | 49.6 | 24.8 | 0.8 | 36.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 120 | 100.0 | 26.3 | 50.0 | 22.8 | 0.9 | 35.1 | No | Yes |
| Full-pay meals | 21 | 100.0 | 15.0 | 50.0 | 35.0 | 0.0 | 50.0 | | |

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|----------------------------------|------------------------------------|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 141 | 100.0 | 28.4 | 49.3 | 15.7 | 6.7 | 35.8 | No | Yes |
| Gender | | | | | | | | | |
| Male | 63 | 100.0 | 30.5 | 40.7 | 22.0 | 6.8 | 44.1 | | |
| Female | 78 | 100.0 | 26.7 | 56.0 | 10.7 | 6.7 | 29.3 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 45 | 100.0 | 18.6 | 41.9 | 27.9 | 11.6 | 48.8 | Yes | Yes |
| African American | 93 | 100.0 | 33.7 | 51.7 | 10.1 | 4.5 | 29.2 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 122 | 100.0 | 24.3 | 50.4 | 17.4 | 7.8 | 40.9 | | |
| Disabled | 19 | 100.0 | 52.6 | 42.1 | 5.3 | 0.0 | 5.3 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 141 | 100.0 | 28.4 | 49.3 | 15.7 | 6.7 | 35.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 140 | 100.0 | 28.6 | 48.9 | 15.8 | 6.8 | 36.1 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 120 | 100.0 | 27.2 | 53.5 | 14.0 | 5.3 | 35.1 | No | Yes |
| Full-pay meals | 21 | 100.0 | 35.0 | 25.0 | 25.0 | 15.0 | 40.0 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 141 | 100.0 | 59.7 | 32.8 | 6.7 | 0.7 | 7.5 |
| Gender | | | | | | | |
| Male | 63 | 100.0 | 54.2 | 35.6 | 8.5 | 1.7 | 10.2 |
| Female | 78 | 100.0 | 64.0 | 30.7 | 5.3 | 0.0 | 5.3 |
| Racial/Ethnic Group | | | | | | | |
| White | 45 | 100.0 | 41.9 | 44.2 | 14.0 | 0.0 | 14.0 |
| African American | 93 | 100.0 | 67.4 | 28.1 | 3.4 | 1.1 | 4.5 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 122 | 100.0 | 53.9 | 38.3 | 7.8 | 0.0 | 7.8 |
| Disabled | 19 | 100.0 | 94.7 | 0.0 | 0.0 | 5.3 | 5.3 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 141 | 100.0 | 59.7 | 32.8 | 6.7 | 0.7 | 7.5 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 140 | 100.0 | 59.4 | 33.1 | 6.8 | 0.8 | 7.5 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 120 | 100.0 | 64.9 | 27.2 | 7.0 | 0.9 | 7.9 |
| Full-pay meals | 21 | 100.0 | 30.0 | 65.0 | 5.0 | 0.0 | 5.0 |
| Social Studies | | | | | | | |
| All Students | 141 | 100.0 | 40.3 | 49.3 | 9.0 | 1.5 | 10.4 |
| Gender | | | | | | | |
| Male | 63 | 100.0 | 42.4 | 42.4 | 11.9 | 3.4 | 15.3 |
| Female | 78 | 100.0 | 38.7 | 54.7 | 6.7 | 0.0 | 6.7 |
| Racial/Ethnic Group | | | | | | | |
| White | 45 | 100.0 | 37.2 | 46.5 | 14.0 | 2.3 | 16.3 |
| African American | 93 | 100.0 | 42.7 | 49.4 | 6.7 | 1.1 | 7.9 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 122 | 100.0 | 36.5 | 52.2 | 10.4 | 0.9 | 11.3 |
| Disabled | 19 | 100.0 | 63.2 | 31.6 | 0.0 | 5.3 | 5.3 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 141 | 100.0 | 40.3 | 49.3 | 9.0 | 1.5 | 10.4 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 140 | 100.0 | 40.6 | 48.9 | 9.0 | 1.5 | 10.5 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 120 | 100.0 | 42.1 | 48.2 | 8.8 | 0.9 | 9.6 |
| Full-pay meals | 21 | 100.0 | 30.0 | 55.0 | 10.0 | 5.0 | 15.0 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|---|----------|---------------|---------|--------------|------------|---------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 55 | 98.2 | 11.3 | 54.7 | 32.1 | 1.9 | 34.0 |
| | 4 | 44 | 97.7 | 27.9 | 51.2 | 20.9 | N/A | 20.9 |
| | 5 | 64 | 100.0 | 28.6 | 58.7 | 12.7 | N/A | 12.7 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 49 | 100.0 | 26.1 | 32.6 | 41.3 | 0.0 | 41.3 |
| | 4 | 50 | 100.0 | 26.1 | 54.3 | 19.6 | 0.0 | 19.6 |
| | 5 | 42 | 100.0 | 22.0 | 65.9 | 12.2 | 0.0 | 12.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | 55 | 98.2 | 15.1 | 60.4 | 18.9 | 5.7 | 24.5 |
| | 4 | 44 | 100.0 | 34.1 | 34.1 | 18.2 | 13.6 | 31.8 |
| | 5 | 64 | 100.0 | 49.2 | 41.3 | 9.5 | N/A | 9.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 49 | 100.0 | 13.0 | 65.2 | 15.2 | 6.5 | 21.7 |
| | 4 | 50 | 100.0 | 30.4 | 43.5 | 19.6 | 6.5 | 26.1 |
| | 5 | 42 | 100.0 | 43.9 | 36.6 | 12.2 | 7.3 | 19.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 49 | 100.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| | 4 | 50 | 100.0 | 63.0 | 21.7 | 15.2 | 0.0 | 15.2 |
| | 5 | 42 | 100.0 | 68.3 | 26.8 | 4.9 | 0.0 | 4.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 49 | 100.0 | 19.6 | 65.2 | 13.0 | 2.2 | 15.2 |
| | 4 | 50 | 100.0 | 37.0 | 50.0 | 13.0 | 0.0 | 13.0 |
| | 5 | 42 | 100.0 | 68.3 | 31.7 | 0.0 | 0.0 | 0.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 306) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 83.3% | 100.0% | 100.0% |
| Retention rate | 1.7% | Down from 3.4% | 3.9% | 3.0% |
| Attendance rate | 94.8% | Up from 94.5% | 96.0% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 5.7% | Down from 9.9% | 6.0% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 5.7% | Down from 11.1% | 5.4% | 3.2% |
| Eligible for gifted and talented | 10.8% | Up from 7.2% | 4.9% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 8.0% | Down from 8.7% | 8.1% | 8.2% |
| Older than usual for grade | 1.6% | Down from 2.5% | 1.8% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 6.2% | Up from 0.6% | 0.0% | 0.0% |
| Teachers (n= 21) | | | | |
| Teachers with advanced degrees | 47.6% | Up from 41.7% | 50.6% | 52.6% |
| Continuing contract teachers | 85.7% | Up from 83.3% | 76.4% | 83.3% |
| Highly qualified teachers | 100.0% | No change | 92.3% | 93.5% |
| Teachers with emergency or provisional certificates | 10.0% | Down from 13.6% | 2.5% | 0.0% |
| Teachers returning from previous year | 82.6% | Up from 81.5% | 83.4% | 87.0% |
| Teacher attendance rate | 96.0% | Up from 94.8% | 94.9% | 95.0% |
| Average teacher salary | \$39,084 | Up 3.6% | \$40,422 | \$41,703 |
| Prof. development days/teacher | 11.9 days | Down from 15.2 days | 13.5 days | 12.8 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 2.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.3 to 1 | Up from 14.4 to 1 | 16.5 to 1 | 18.8 to 1 |
| Prime instructional time | 87.0% | Up from 85.9% | 88.8% | 89.8% |
| Dollars spent per pupil* | \$5,880 | Down 2.1% | \$7,383 | \$6,242 |
| Percent of expenditures for teacher salaries* | 65.8% | Down from 69.4% | 63.0% | 65.8% |
| Opportunities in the arts | Good | Up from Fair | Good | Good |
| Parents attending conferences | 99.0% | Down from 99.1% | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development program | Good | Up from Average | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | | Our District | | State |
| Highly qualified teachers in low poverty schools | | 100.0% | | 89.4% |
| Highly qualified teachers in high poverty schools | | 91.2% | | 90.1% |
| | | State Objective | | Met State Objective |
| Highly qualified teachers in this school | | 65.0% | | Yes |
| Student attendance in this school | | 95.3% | | No |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Bells Elementary School is to build success through teamwork in a safe and welcoming environment where every child is nurtured to achieve academic excellence through higher expectations, enabling them to become productive and lifelong learners. America's Choice School Design model is an innovative approach to literacy instruction to help our growing numbers of young people with serious reading and writing difficulties. The program enables every student to hit high standards, and provide safety nets, such as short-term, skill-specific focus groups, after-school homework and summer enrichment, for students who are struggling academically. Reading Renaissance is still utilized for diagnostics and prescription for students' reading. The Title 1 Computer lab assists teachers in skills practice and remediation in mathematics and reading.

Teaching and learning changes in every classroom with the implementation of standards-driven literacy and math blocks happen every day for every child. The rituals and routines associated with these blocks prepare students to deal with demanding content and become independent learners. Inquiry-based science and social studies are integrated into the instructional program. Students are equipped with test taking strategies through PACT Practice workbooks. Teacher Specialists are utilized in the upper elementary grades with specialties in either English language arts or mathematics; science and social studies. Assessment of students is ongoing and informs daily instruction. In collaboration with the America's Choice leadership team and with the involvement of parents and the school community through PTO and School Improvement council, the principal leads school-wide planning that targets each student's performance and gets results.

The faculty, staff and other stakeholders "strive for excellence" as they empower students to reach their academic potential. Through the evaluation of the School Report Card and other data, the faculty and staff can continue to adjust the educational program at Bells so that Bells will become a successful school. By adopting the school reform model from America's Choice, Bells Elementary has taken proactive measures toward that success.

Cordelia Jenkins, Principal
Karen Boyd, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 0 | 0 | 0 |
| Percent satisfied with learning environment | N/R | N/R | N/R |
| Percent satisfied with social and physical environment | N/R | N/R | N/R |
| Percent satisfied with school-home relations | N/R | N/R | N/R |

*Only students at the highest elementary school grade level at this school and their parents were included.